



SEDIN Trainers / Teacher Recording

The SEDIN project is funded by the European Union and therefore it is necessary to present its implementation. Completing this sheet helps us to gather data on the application, but at the same time you help yourself to understand the Montessori Method and Creative Learning and how to best apply the methods. Thank you in advance for the detailed completion of the form after each session.

Date	27 / 01 / 2020	School / location	
Name	Case Study 2 (personal information not included in this public version)	Number of participants	30 students of the All - Day class
Specialization		Ages	7 years old - 13 years old
Course content	Emotions, Emotional Intelligence, enhancing emotional skills in students who have come to school for the first time.		

The following questions are open-ended and ask you to freely record your thoughts, impressions and a subjective assessment of the process and its results.

- 1. What did you plan to do with this teaching intervention and how well did you achieve your goal? Please explain your answer.*

Most students who come to the school for the first time, but also the existing ones, have little or no knowledge of Greek, they find it difficult to express themselves, let alone express their feelings. With this action on the one hand we aim to create a climate of teamwork, friendly relations and creation between students and teachers, on the other hand to determine, at the level where we can, the emotional intelligence, but also the maturity of our students. We try to show them that they have to understand the feelings that other students feel, and to express what bothers them or what pleases them, so that we can act accordingly. Strengthen their emotional skills as much as we can, knowing that their living conditions are not the best they should have. With the help of drama, the school becomes attractive and alive for the children, regardless of which social, educational, religious, cultural background do they come from. Imitation, action, role playing are the ways in which the child spontaneously chooses to communicate with his/ her environment. He/ she learns from it, it favours the socialization of the child and the team spirit that we need.

Achieving the goals is not seen from the first moment, but could be seen over time. The participation and the way students present their feelings on stage is unique. And we really see students feeling that the school, through these actions, becomes their home and they are trying to eliminate any negative mental representations they may have. They become more friendly, sociable and begin to talk to students and teachers in their own way.

2. How did you feel teaching this lesson to the group?

I felt like a part of a great world theater, where religions, cultures, traditions, etc. come together. I felt like a spectator of a world that has things in common to say and show, and to live. I felt completely emotional when you see young children "unlocking" and being able to express what they feel in different writing languages but a theater language. (I felt) feelings of joy, emotion, creation, etc. to maximum.

3. How did the students respond to the activities / how did they participate / how did they behave? (please give examples)

Sitting in a classroom all day and not understanding what's going on or not participating at all, in addition to being boring, leads you to the margins and distance from the whole class. In such experiential activities, and with the help of the older students who know the Greek language better, the participation is universal and enthusiastic. Their behavior becomes more social, open to the whole class; and from frightened students at first, they begin to become creative, and express in their own way their inner world and more. A typical example is, when we asked the group to go on stage and show us the feeling of fear, two young students from Syria refused to go up and present anything; after their elders and their compatriots explained to them what we would do, they went up without any hesitation and in a most natural way the one hid behind the curtain putting his hands on his head to protect it, apparently from bombing. The other one put his hand in front of his head and turned a little backwards to protect himself from a violent blow.

4. Describe in more detail how the students interacted with you.

Creative learning provides the teacher with a reliable tool to work with students, in a friendly environment, in a safe atmosphere that respects diversity, welcomes it and does not cause fear, but is instead appreciated. So from the initial numbness, and the general apathy of the students, little by little they become more and more active towards the teacher, they ask for things, they listen to what he tells and asks them, they try to make them happen, they slowly express what pleases them, what bothers them, they participate more actively in the struggle as equal members of it. When they see that they have a response, this two-way contact is constantly being upgraded both qualitatively and quantitatively. As a result, they are able to better manage both their behavior and their emotional world.

5. Describe in more detail how the students interacted with each other.

It is unbelievable how quickly cores of cooperation and mutual aid are created between students from different countries, when they are going to "survive" in an environment. Through this experiential action, they got to know each other through a theatrical role-playing game, showed confidence in each other, started talking about some of their experiences, helped students learn how to approach each other, how they can be creative and expressive. Students whose normal development has been somehow interrupted may not have had the opportunity to learn how to manage intense emotions, so now they are learning from others. In the end they understand everyone's difference, they respect it and they live in groups.

6. *Did this lesson help improve the integration of individuals or groups of students? Please explain your answer.*

The help of the lesson in improving the integration of our students in the school environment was decisive. Through the content of the course we also managed to assess the situation of our students, but also the degree of their emotional intelligence, to find any latent situations, in order to take the necessary regulatory actions for better adaptation - integration of our students and their progress in the school environment.

7. *What would you do differently next time? What new knowledge did you gain with this teaching intervention?*

The knowledge we have acquired is that, with children who face such situations, we must first cultivate a sense of peace, love, friendship, and security, and then be able to enter their heart and "unlock" them and finally to offer them knowledge. The tool called creative learning definitely provides all these possibilities and should be used to the fullest. Next time, I would do this action, not only with the main emotions, but also with their derivatives. That way I would have more penetration into their emotional world.

8. *Please record any other comments - what do you think the students have learned from the teaching intervention and give examples that confirm this learning.*

Through the teaching intervention, the students understood the benefits of the collaboration, the communication and the interaction between them. They developed new ways of communicating but also new behaviors, they expressed emotions, began to integrate and socialize in the school environment. The method followed is ideal for such categories of students who are in the process of integration, and has the best results for everyone.